

CENTURYLINK TEACHERS AND TECHNOLOGY GRANTS PROGRAM COMPETITIVE SUB-GRANT PROPOSAL ASSURANCE SHEET

Project Title: Young Masters Digital Arts Grant Amount of Request: \$ 4986.50

Name of Certificated Teacher (or "lead teacher" if more than one): Terilyn Zamora

Name of School currently teaching at: Christine Donnell School of the Arts

District Name: West Ada School District District Number: 2




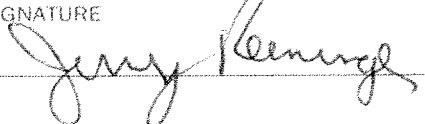
Total number of teachers involved (if more than one): 1 Grade level(s) impacted: Gr. 1 & 2

Please list other teachers involved if this is a team application: _____

Content area(s) impacted: All (Math, ELA, Science, SS, etc.)

I certify that if I receive a CenturyLink Teachers and Technology Program Grant –

- 1. I agree to create a 5-minute video highlighting my project for the purposes of sharing best practices with other Idaho PreK-12 teachers.**
- 2. I agree to do one presentation on my project to other Idaho PreK-12 teachers before December 31, 2015 (by 5 pm MST).**
- 3. I agree to submit an electronic report to the Idaho State Department of Education on or before December 31, 2015.**

SUPERINTENDENT NAME (PRINT) Dr. Linda Clark	E-MAIL clark.linda@westada.org	TELEPHONE 350-5021
SIGNATURE 		
PRINCIPAL NAME (PRINT) Joni Leipf	E-MAIL leipf.joni@westada.org	TELEPHONE 855-4355
SIGNATURE 		
TEACHER OR LEAD TEACHER NAME (PRINT) Terilyn Zamora	E-MAIL zamora.terilyn@westada.org	TELEPHONE 855-4355
SIGNATURE 		
TECHNOLOGY DIRECTOR (PRINT) Jerry Reininger	E-MAIL reininger.jerry@westada.org	TELEPHONE 350-5156
SIGNATURE 		

CenturyLink Teachers and Technology Grants Program
Applicant certification

As an applicant for a CenturyLink Teachers and Technology Grant, you are required to certify the following statements. Please ensure that you work with the necessary individuals within your school or district to ensure that the following statements are accurate.

1. 1. After reasonable investigation (such as conferring with the school's network administrator), the applicant does not anticipate that the proposal, if selected for award, would significantly increase the school's network capacity needs.

Terilyn Zamora
Signature of applicant

Joni Leips
Signature of principal

12/15/14
Date

12/15/14
Date

1. 2. The applicant is not involved in any procurement decisions regarding the purchase of the school's telecommunications and internet services, including its participation, if any, in the E-Rate program.

Terilyn Zamora
Signature of applicant

Joni Leips
Signature of principal

12/15/14
Date

12/15/14
Date

1. 3. The applicant confirms that receiving this grant will have no impact on and will not be considered in E-rate procurement decisions for their school or school district.

Terilyn Zamora
Signature of applicant

Joni Leips
Signature of principal

12/15/14
Date

12/15/14
Date

Applicant's Name (please print): Terilyn Zamora

City and State: Boise, ID

School Name: Christine Donnell School of the Arts

School District: West Ada School District

Current Innovation

Technology tools currently in place within the school per classroom are as follows: a document camera, projector, and five computers. Grades 3-6 have additional technology to that listed above, (though in minimal amounts) in the form of iPads with Gr. 6 having laptops for the current online textbook adoption by the District through Discovery Ed. Grades K-2 do not have any additional equipment other than the standard tools listed in the first sentence of this paragraph. All grades are currently utilizing the tools that are available to them.

Document Cameras and Projectors alone have opened windows for students to share thinking with one another in a safe environment (created by both teacher and kids). Meaningful discussions can occur because of this. The ability to express, share, and expand on ideas has definitely improved student work (looking at both formative and summative assessments) particularly in the math component of the Common Core.

Currently my students have access to Discovery Ed, MyOn, ORIGO Stepping Stones (online math curriculum) which are all provided by both State and/or the District. In addition I have spent many hours looking for quality “free” technology supplements for students to use that supports the curriculum using the technology I do have available for them. I have also spent many hours creating and searching for meaningful lessons that integrate the use of technology, curriculum, and the arts. I continue to take classes within the District to further my knowledge with use of technology in the classroom.

I have purchased my own personal iPad and educational apps to use within the classroom. Even with just one iPad, there is much we have been able to do as a class. I have used a cable (donated by friends) to connect the iPad to the Document Camera so that it projects on the screen for all to see whatever component of the iPad we are utilizing. My personal iPad has been used to: film student “paper slide” movies, record student performances for both students and families to view online via a safe venue, for students to use math manipulative apps to demonstrate thinking and discuss that thinking as a class, record fluency readings for students to assess themselves as well as myself, etc..

I have personally completed the suggested Math Activity with my students listed in the Project Description portion of the Project Narrative section of this grant with my one personal iPad and the use of “hard” materials for the creation process of the student created book. Retention of material (using both summative and formative assessments) during these particular math activities on polygons were high. All students were engaged and wanted to complete the activities. Stories created by students are always well thought out and students are always eager to share their work. Having discovered the app **Book Creator** has shown me another avenue for students to publish their work to a much larger audience. One of the classes I have taken (available through my District) has shown me the power of increasing the audience for students. This has motivated me to seek additional means of technology within the classroom to increase that audience.

I have also utilized the Board Maker that is available through Discovery Ed for the Zoo Project (again listed in the Project Narrative) using the 5 computers available within the classroom. Students could use the sample board I created for the project to complete assignments of their choice. We did attempt to use Board Builder for groups of students to create their own “Board.” With the limited use of 5 non-mobile computers that needed to be used with other student learning activities as well, this part of the process was more difficult. Due to the difficulty of implementation, it has sparked my motivation to seek additional technology. All students were engaged with the “Zoo Project.” Conversations with members of their group (and with myself as I visited groups during the process) were more meaningful. I was amazed at the kinds of conversations I heard taking place among students, particularly those where I was an observer rather than an active participant. Projects created showed a deeper level of thinking. There was very little time spent having to keep students on task. They were self-motivated and would ask to work on projects during their free time. Seeing the level of engagement and the resulting projects were also motivators as to how I could improve the process for the students.

Using technology to enhance the integration of the arts has been of high interest to me because I have seen the increased motivation of students when integrating the arts with the curriculum. Interestingly, though not surprising, you see the same motivational level with technology. The two combined are phenomenal and I am very passionate about continually seeking ways to do so. Seeing what works best for kids is always the main motivator to seek additional resources!

Project Narrative

Project Description:

At a school where students and teachers strive to integrate the arts into learning, the overall goal for the writing of this grant is to enhance this arts focus through a means available only with technology. We expect the use of this technology to enrich, to spark creativity, to look for that deeper thinking with students, to create rich and meaningful conversations among all. It is NOT being looked at as an implementation of a specific "program" or with the intention of "entertainment" learning. We are looking for tools that will allow use of a blended model that is meaningful for kids.

The digital learning tools will be used mainly during small group centers in the areas of math and reading (though not limited to this setting or curriculum areas) by the students who are the beneficiaries of the grant. One ELA standard states "With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers." These tools would allow students a different format to publish and share their work. The focus with this is to expand their audience. No longer would that audience consist of just the teacher or classroom peers. There are so many avenues to expand that audience through technology to provide more opportunities for feedback for students. Feedback has always been vital to the learning process.

Part of our vision for increasing an audience would include having students create a piece that could also be shared with parents and outside sources through a safe venue of online publication. An example could be where students learn photography skills tied to capturing photos of something that contains a science concept. They could then write their stories behind the photographs and how they captured that moment. Voice overlay with the picture, where their voice is the one telling that story could enrich the piece. Students could also insert writing labels into the project via an app to diagram as different parts of the picture are explained. All of the above could be done with the App "**Educreations**".

The use of "**Toontastic**" and "**Comic Life**" are excellent for helping students understand parts of a story (beginning, middle, end), retell, and incorporating expression (using our voice to act out a story). All of the above integrate ELA components with an Arts focus on voice acting.

For a blending of Science (Animal Habitats) and SS (Economics) unit with an ELA focus, students could create Discovery Ed Project Boards with the use of the iPads regarding the zoo their group is designing. The iPads would allow them a better venue (with mobility) to create their "virtual board" and Apple TV would allow ease in the presentation and allow more time to discuss the project.

For Math students would have the ability to use "free" apps that are manipulatives. An example might be a lesson on the attributes of Polygons. As students listen to the book *The Greedy Triangle*, students could create each polygon transformation on their iPad with a free Geoboard App. Students could have discussions in group settings noting the attributes that make that particular polygon, using a free sticky note app to record their observations, and then sort those notes based on similar attributes among the polygons. All work could be shown via Apple TV and the students as a class could have a richer discussion as to what they discovered. As a final project students can then create their own version of adventures of *The Greedy Triangle* (using visual art to enhance) to integrate ELA components of reading and writing into the math lesson.

Both the Arts and the use of Technology engage students as learners. Engaged learners are active participants where learning is retained. The possibilities are limitless with the combination of Art and Technology. The activities listed are examples of what can happen when students are given the right support and tools to pursue their own creative thinking and problem solving. Giving students opportunities to make connections across curriculum is a powerful and important part of learning and being able to retain that learning.

Project Team Members:

2nd grade Teacher- I have a Bachelor's of Science Degree in Elementary Ed and have 16 years of teaching experience in the District. I am the Technology Lead in the building this year. I am a Discovery Ed Den Star. I am also currently working on the Digital Badge Program through the District. I have approximately 7 years of experience as a member of school RTI teams and have been involved on school leadership teams for 4 years of my career. I have been nominated twice for Teacher of the Year for my building and represented my building as such with the District. I am not afraid to try new things.

Building Principal- The Principal of the School is very open to new ideas and is very supportive of the integration of technology and the arts. The Principal is a valuable resource for helping find

resources, and providing guidance with what is best for kids and impacts them the most, and will be participating in learning experiences with the students. Much support has been given in the writing of this grant.

District Personnel-Two members of District Personnel have been key to the writing of this grant. One functions in the District to help identify grants available and assist in the process for those doing the grant writing. The other District Personnel member functions to help multiple schools with implementing technology and provides training including the school I work at. This member will be an asset to staff in the implementation of the project.

Feasibility:

Most children are familiar with the use of a tablet or smart phone of some sort. Having had iPod touches in a previous school, I recognize that children pick up technology skills quickly. Students are excited about any form of technology and where there is engagement, learning follows. At our school, we do have a wireless system that will allow programs and updates to function properly. The blended learning model using centers allows all children to use the devices daily while making the maintenance of 5 devices per classroom much more manageable (as well as cost effective). It also encourages that collaboration/sharing of ideas and materials among students that is so beneficial to the learning process. The presentation of student ideas/projects with the iPads projected via Apple TV make the process more cost effective with time (set up is minimal). The rich discussion that occurs with students as ideas are shared and discussed in a safe environment is invaluable for deepening student understanding.

Our building currently has a very limited number of devices, but the few that are in the building are being used daily to the fullest extent possible. Increasing the number of devices will lend more opportunities for students to learn through the blended learning model.

Sustainability:

The District provides strong support in multiple ways for using and maintaining classroom technology for teachers. At the school site, protection for the iPads would be provided by:

- Use of covers for the exterior of the iPads (asked for in grant)
- Use of screen protectors for the iPads (asked for in grant)
- Training and visual reminders for students on the use and care of iPads (provided by teachers)
- High expectations from students on use and care of iPads (provided by teachers)
- iPads stored in a locked area (provided by school and teachers)
- Teacher use of District and District Training Support offered to teachers via Digital Content Coaches, Building IT support, etc.

Other grants may be looked at in the future to purchase meaningful learning apps as they are found. In the meantime, the daily use of the free "Appsgonefree" app provides many opportunities to download applicable learning apps that may have a cost typically that are made available to download for free for a period of time.

School District Support:

Our School District is very supportive of 21st Century learning opportunities for students as well as staff. Classes and Trainings are offered regularly, as are plentiful online supports provided by the District. Digital Content Coaches and Building IT support are available to schools. The District understands the opportunities this tool adds to student learning and provides opportunities for collaboration across the District.

Anticipated Outcomes/Impact:

Our anticipated goal of merging learning through the Arts with Technology is to have a higher engagement of students where the quality of projects is based on demonstration of deeper thinking, and the formative and summative assessments that take place daily in the classroom. We anticipate learning to be more than a "one time" do and then lose, because the learning will be retained and applied across many curricular areas. We anticipate that by increasing a student's audience, the feedback for the student will allow for greater learning and improvement. Conversations among students will be richer and deeper as they share ideas with one another.

Project Scope and Sequence

The overall goals for the project are to further enhance current arts emphasis learning with the requested technology and through it increase the feedback students receive by widening their audience.

- Spring/Summer 2015
 - Purchase Equipment
 - Look at equipment and receive additional Training using District/Building Resources for implementation of iPads and Apple TV
 - Begin work on designing rubric/s for student project/s for 2015-2016 school year
 - Begin identifying and downloading of apps
- Fall 2015
 - Train students on expectations and use of technology
 - Provide students training on how to use the technology (mini iPads and Apple TV)
 - Begin using equipment with an arts integrated focus in Centers (blended model)
 - Identify safe venues where project/s will be published
 - Obtain parent permission to publish student projects online
 - Finalize rubric/s for project/s
- Ongoing Through the 2015-2016 School Year
 - Reteach expectations and use of technology as new apps are added
 - Monitor and make note of changes in implementations of projects
 - Adjust student use of technology tools as needed
 - Adjust projects based on student learning needs
 - Evaluation of student projects
 - Regular maintenance of technology and additional identifying and downloading of applicable apps
 - Look at results of summative and formative assessments to evaluate retention of material during/after units where technology and arts integration were used
- December 2015
 - Submit Final Report and Video (No later than Dec. 31)
- Spring 2016
 - Evaluate effectiveness of technology used in Center Rotations and identify changes needed for the following year
 - Set goals for the following year (2016-2017)
 - Share results with District and State. We would be open to sharing ideas with other schools who use an arts integrated approach and schools who may not use an arts integrated approach but are interested in the project. We place high value in doing whatever is best for kids rather they attend our school or a different one.

Budget Narrative

The majority of requested funds are designated towards the purchase of 10 Apple iPad 3 16 GB mini(s) to be used in grades 1-2. The intent is to provide grades 1-2 with 5 devices per grade level and one Apple TV unit as well. Covers and Screen Protectors are being purchased to maintain and protect current building devices as well as the 10 additional being requested through this grant.

Further funding through other grants, grade level allotted money, etc. may be sought after for the purchase of meaningful learning apps or necessary accessories.

Budget Spreadsheet

Activity	Materials and Supplies	Capital Objects	Quantity	Price Per Unit	Sub Total
Students will use daily to engage in project based learning with an arts emphasis. They will be used mainly (but not limited to) in the blended learning environment of centers.	iPad Mini 3 (silver)	iPad Mini 3 16 GB	10	\$379.00	\$3790.00
Students will use for discussing and presenting ideas as well as projects created.	Apple TV	Apple TV	2	\$99.00	\$198.00
Requested iPads and current ones in the building will be protected from damage.	Brenthaven Trek Folio for iPad Mini-black	iPad Mini 3 Protective Shells	25	\$22.95	\$573.75
Requested iPads and current ones in the building will be protected from damage.	InvisibleShield Original for Apple iPad mini 3 screen by Zagg	iPad Mini 3 Protective Screens	25	\$16.99	\$424.75
				Grand Total	\$4,986.50